



Pergamon

Available online at www.sciencedirect.com

SCIENCE @ DIRECT®

Learning and Individual Differences
13 (2003) 357–358

**Learning and
Individual Differences**

Index/Volume 13, Numbers 1–4, 2001

Please note: numbers in parenthesis indicate issue number in Volume 13.

ARTICLES

Author/Title

A

Alexander, Joyce M., Fabricius, William V., Fleming, Victoria M., Zwahr, Melissa, Brown, Shannon A., The development of metacognitive causal explanations, 227–238 (3).

B

Baird, Raymond R., Experts sometimes show more false recall than novices: a cost of knowing too much, 349–355 (4).

Bors, Douglas A., Vigneau, François, The effect of practice on Raven's Advanced Progressive Matrices, 291–312 (4).

Bowman, David B., Markham, Pippa M., Roberts, Richard D., Expanding the frontier of human cognitive abilities: so much more than (plain) *g*!, 127–158 (2).

Buckhalt, Joseph A., Overview of special issue: Is *g* a viable construct for school psychology?, 97–99 (2).

Buckhalt, Joseph A., A short history of *g*: Psychometrics' most enduring and controversial construct, 101–114 (2).

C

Csathó, Árpád, Osváth, Anikó, Karádi, Kázmér, Bicsák, Éva, Manning, John, Kállai, János, Spatial navigation related to the ratio of second to fourth digit length in women, 239–249 (3).

D

Davis, Heather, Carr, Martha, Gender differences in mathematics strategy use: The influence of temperament, 83–95 (1).

F

Fiorello, Catherine A., Hale, James B., McGrath, Marie, Ryan, Kelly, Quinn, Sunshine, IQ interpretation for children with flat and variable test profiles, 115–125 (2).

French, Brian F., Zentall, Sydney S., Bennett, Deborah, Short-term memory of children with and without characteristics of attention deficit hyperactivity disorder, 205-225 (3).

G

Glück, Judith, Machat, Renate, Jirasko, Marco, Rollett, Brigitte, Training-related changes in solution strategy in a spatial test: An application of item response models, 1-22 (1).

K

Kranzler, John H., Commentary on "Is *g* a viable construct for school psychology?", 189-195 (2).

L

Lin, Yi-Guang, McKeachie, Wilbert J., Kim, Yung Che, College student intrinsic and/or extrinsic motivation and learning, 251-258 (3).

M

McGhee, Ron L., The McGhee prophecies: commentary on "Is *g* a viable construct for school psychology?", 197-203 (2).

McRorie, Margaret, Cooper, Colin, Neural transmission and general mental ability, 335-338 (4).

R

Rozendaal, J.S., Minnaert, A., Boekaerts, M., Motivation and self-regulated learning in secondary vocational education: information-processing type and gender differences, 273-289 (4).

S

Schweizer, Karl, Koch, Wolfgang, A revision of Cattell's Investment Theory: Cognitive properties influencing learning, 57-82 (1).

Stoel, Reinoud D., Peetsma, Thea T.D., Roelveld, Jaap, Relations between the development of school investment, self-confidence, and language achievement in elementary education: a multivariate latent growth curve approach, 313-333 (4).

T

Tanaka, Ayumi, Murakami, Yoshiho, Okuno, Takuhiro, Yamauchi, Hirotugu, Yamauchi, Hirotugu, Achievement goals, attitudes toward help seeking, and help-seeking behavior in the classroom, 23-35 (1).

V

Vanderwood, Michael L., McGrew, Kevin S., Flanagan, Dawn P., Keith, Timothy Z., The contribution of general and specific cognitive abilities to reading achievement, 159-188 (2).

Veenman, Marcel V.J., Verheij, Joke, Technical students' metacognitive skills: relating general vs. specific metacognitive skills to study success, 259-272 (3).

Verguts, Tom, De Boeck, Paul, On the correlation between working memory capacity and performance on intelligence tests, 37-55 (1).

Vlachos, F., Andreou, G., Andreou, E., Biological and environmental influences in visuospatial abilities, 339-347 (4).

